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ABSTRACT

A study compared the academic achievement, classroom behavior, and emotional stability of 21 elementary school students from single-parent families to that of 21 students from intact, nuclear families. Behavior checklists were used to ascertain classroom behavior, and academic achievement was assessed through analysis of test scores on the Educational Records Bureau Comprehensive Test. In addition, human figure drawings were studied to interpret the children's emotional status. Results indicated that there was a statistically significant difference between single-parent and nuclear family children, with those from single-parent homes showing lower mathematics and reading achievement, poorer deportment in school in certain areas, and less emotional stability than their nuclear family classmates. (A copy of the checklist and a list of emotional indicators shown by human figure drawings are appended.) (Author/FL)

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A COMPARATIVE STUDY OF SINGLE-PARENT CHILDREN
AND TWO-PARENT CHILDREN IN BEHAVIOR,
ACHIEVEMENT, AND EMOTIONAL STATUS

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by

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Abstract

This study examines twenty-one private school students from single-parent families and compares them to twenty-one students from intact, nuclear families in relation to academic achievement, classroom behavior, and emotional stability. Behavior checklists were used to ascertain classroom behavior; academic achievement was assessed through analysis of the Educational Records Bureau Comprehensive Test scores; human figure drawings were studied to interpret a child's emotional status. The data reveals that there is a statistically significant difference in both reading and math achievement between single-parent and two-parent children. Students being raised in single-parent families show lower achievement, poorer deportment in school in certain areas, and less emotional stability than their two-parent classmates.

TABLE OF CONTENTS

	PAGE
Abstract	i
LIST OF TABLES	iv
LIST OF FIGURES	v
CHAPTER I	1
Introduction	1
Statement of the Problem	1
Hypothesis	2
Significance of the Problem	2
Definitions	3
Assumptions	5
Delimitations	5
Limitations	5
Summary	6
CHAPTER II	7
Review of Related Literature	7
Summary	12
CHAPTER III	13
Research Procedures	13
CHAPTER IV	17
Results	17
CHAPTER V	23
SUMMARY AND CONCLUSIONS	23
Restatement of the Problem	23
Description of the Procedures	23

TABLE OF CONTENTS (cont'd.)

	PAGE
Major Findings	23
Conclusions	24
Recommendations for Further Investigation	24
BIBLIOGRAPHY	26
APPENDIX A	28
APPENDIX B	29
APPENDIX C	32

LIST OF TABLES

TABLE		PAGE
I	MEAN, STANDARD DEVIATION, AND t TEST (IN STANINES) OF READING, MATH, AND IQ TEST SCORES	17
II	BEHAVIORAL OBSERVATIONS AND CHI SQUARE VALUES OF SINGLE-PARENT AND TWO-PARENT CHILDREN	19
III	EMOTIONAL INDICATORS OF ONE-PARENT AND TWO-PARENT CHILDREN	21

LIST OF FIGURES

FIGURE		PAGE
1	Comparison and Classification of Stanine Scores	14
2	Visual-Motor Perception	16

CHAPTER I

Introduction

Much of the increase in one-parent homes can be attributed to the rising divorce rate. Although divorce does not necessarily cause psychologically harmful reactions in children, stresses and traumas that occur before, during, and after parental separation are likely sources of difficulty. Many couples stay together "for the sake of the children." Recent psychological findings suggest that a single parent household may be better for the children than a legally intact marriage in which the parents fight a good part of the time. "Quality of parenting is more important than quantity of parents."¹

Statement of the Problem

The child of divorce, more than the child living in an intact home, is likely to be deprived of parental love. In spite of formidable attempts on the part of the parent who has left the home to reassure the child that he is still loved, the child is likely to consider himself to have been abandoned. Many children from single-parent homes have had to learn to suppress their need for a parent because they know the parent cannot respond. Young children whose parents have not been accessible to them are the most likely to become precocious

¹"One-Parent Families and Their Children," An NAESP Staff Report, Principal, September, 1980, p. 32.

and self-reliant. When a child learns that his parent is incapable of providing the investment he wants, he may then withdraw or act out.

Hypothesis

Because of their exposure to extra traumas and stresses, it is not surprising that children of divorce do not fare as well as those who grow up in intact, relatively stable and happy homes. Many psychological studies find a greater incidence of psychiatric disorder in children from one-parent homes than in those from two-parent homes. Therefore, it is hypothesized that children who are raised in single-parent homes are more likely to experience academic deficits, disruptive classroom behavior, and less emotional stability than those from two-parent families.

Significance of the Problem

Figures released by the Bureau of the Census in 1980 showed that the number of families maintained by only one parent rose nearly eighty percent in the last decade - from eleven percent of all families in 1970 to nineteen percent in 1979. These percentages translate into roughly twelve million American children who live in one-parent families. With the number of those families rising, a million more children are being added to that total each year.

Divorce is a fact of life for all families today. Children are struggling to come to terms with its role in their

lives. Even if a child's parents are not divorced, he will have friends who have gone through divorce, and they will need help through this difficult process.

There are still many children, nevertheless, who can cope with divorce, acclimate themselves to living with one parent, and conduct themselves in school, even though they have been exposed to a variety of stresses. These children have the resiliency to tolerate various traumas without suffering significant instability. It is difficult to determine which children will be able to "bounce back" and go on living in a relatively healthy and happy manner and which will not.

One important factor in this type of situation is the amount of love a child receives from each of his parents. Children who feel that they are genuinely loved by a parent can tolerate various traumas without suffering significant psychological disturbances. Meaningful affection from one or both parents can counterbalance the detrimental effects of the parental conflict.

Definitions

The following terms were used in the study.

An intact nuclear family is defined as a household that is composed of a father, a mother, and a child (children) who are living together. In two-parent families the parents are in command and the children are subordinate. Much of the decision making is parental. The parents usually support one another.

A one-parent family is defined as a household consisting of a child (children) and only one parent in residence. ~~One-~~parent families can arise in three ways: by separation or divorce, by the death of a parent, or by the birth of a child to an unmarried woman. Today the large majority of single parents reached that status through separation or divorce. In single-parent homes only one adult is in command. There is no one for the parent to work with who will provide support or encouragement. This causes a breakdown in the typical family structure.

The Educational Records Bureau Comprehensive Testing Program (ERB) was used to measure academic achievement.

Various behavioral tests were studied so that a self-made checklist could be devised for classroom teachers to complete on those children involved in the study. The following tests were analyzed: the Anser System (Aggregate Neuro-behavioral Student Health and Educational Review), which is a school questionnaire for developmental, behavioral, and health assessment of the elementary school child; the LSIS (Learning Style Identification Scale); the WISC - R (Wechsler Intelligence Scale for Children - Revised Test) which measures IQ; the Conners Rating Form, which is a parent and teacher rating form for the assessment of hyperkinesis in children; and the Myklebust Pupil Rating Scale, which is a screening procedure for learning disabilities.

An analysis of student figure drawings, administered by the school psychologist, was used to determine each student's

emotional stability. Projective tests of personality included the Bender Gestalt Test for Younger Children and the Draw-a-Person Test.

Assumptions

It was assumed that the socio-economic status of the group has remained stable and constant.

It was assumed that a significant difference in academics would be shown by the data.

It was assumed that the ERB test is a reliable and valid instrument of measure for academic achievement.

It was assumed that the characteristics taken from the Answer System, LSIS, Myklebust Rating Scale and the Conners Rating Form were valid instruments of measure for classroom behavior.

It was assumed that the figure drawings would show some adjustment problems.

Delimitations

This study was concerned only with suburban upper-middle class first, fourth, fifth, and sixth grade private school students.

Limitations

The number of subjects used was relatively small.

The period of time available for this study was short.

Summary

The single-parent family in which the burden falls entirely, or mostly, on one parent is more vulnerable to stress, has limited economic and psychological reserves, and lacks the supporting presence of the other adult to help meet the crises of life. Twelve million American children's homes were disrupted by the separation and impending divorce of their parents. These children will have to face many perils along the way until the continuity of their lives is reconstituted within a reasonably stable structure. They will need the sensitive, understanding help and encouragement of parents, grandparents, teachers, and other adults whose professional and personal lives significantly touch theirs. Even if parents never become divorced, the fear of divorce is a part of every child's life. Today divorce is an issue for everyone.

It was the intent of this study to determine if, in fact, there is a difference between the students in each group (those raised by a single parent vs. those raised by two parents) in relation to academic achievement, classroom behavior, and emotional stability. If my hypothesis proves to be true, I feel it is the responsibility of today's teachers to see that their school provides its students with the kind of supportive network that is needed for children who are being raised in a single-parent family.

CHAPTER II

Review of Related Literature

The number of children under eighteen years old in the United States who are living with only one parent, has doubled since 1960. In New Jersey alone slightly 21.8 percent of the population during 1980 were single parent families. That proportion was only 11.7 percent a decade earlier. Glick (1979) estimates that by 1990 fifty percent of all children, as opposed to twenty-seven percent in 1960 and thirty-seven percent in 1980, will reside in a one-parent family.

Compared to intact families, studies have shown that the intellectual achievement of children from single-parent families is lower on measures of school performance and on standardized tests of intelligence and achievement (Shinn, 1978). Of his twenty-eight studies of parent absence and broken homes Shinn found that sixteen showed detrimental effects of father absence, nine found no significant effects, and three found positive or mixed positive and negative effects. The cognitive differences between children from intact and fatherless families were of some consequence. They ranged up to 1.6 years in achievement, .9 standard deviation units in IQ and aptitude, and .8 of the difference between a B and a C in grade point average.

Six of twelve otherwise methodologically adequate studies that failed to report detrimental effects of father absence

sampled students from three or more different grades. Four of the six (Birnbaum, 1966; J.D. Herzog, 1974; Kitano, 1963; Wasserman, 1968) did not report within-grade comparisons.

Twelve studies found specific decrements in quantitative performance for children from fatherless homes. One researcher (Jones, 1975) found an improvement in this area. Eleven studies found verbal decrements, but five studies found improved verbal performance for father-absent children (Altus, 1958; Jones, 1975; Lessing et al., 1970; Oshman, 1975; Vroegh, 1973).

Children whose families have been disrupted by parental death, divorce, or separation exhibit a higher degree of maladaptive behavior than do children from intact families (Jacobsen, 1978; Kurdek and Siesly, 1978; Touliatos and Lindholm, 1980). Weininger (1972), in a review of the emotional and behavioral consequences of parent-child separation, found that both brief and long-term separations (over six months) had adverse effects on behavior. Two studies showed that father absence is related to increased aggressiveness in boys (Hillenbrand, 1970; Santrock and Wohlford, 1970), although it was not clear in either study that aggression was associated with poor cognitive functioning.

Lambert and Hart (1976) reported that parents' interest in their children's school achievement is important to academic success. Verdiani (1970) also found fathers' participation in child rearing to be associated with academic achievement. After a five year study of children in divorcing families, Kelly and Wallerstein (1980) found that the

functioning of the custodial parent was the primary influence on the emotional health and developmental progress of the children.

In their 1971 study of the factors which influence educational achievement of children from fifty-one broken homes in New Orleans, Ryker, Rogers and Beaujard found that the females tended to have lower educational achievement than males. The authors attributed this to the fact that female children are left with more domestic responsibilities than males and therefore have less time for school assignments. They are kept out of school more often to care for younger, pre-school children. It was suggested by this study that children from families with higher income levels have higher educational achievement than children from homes with lower income levels. The study also found that overcrowded housing conditions were strongly associated with poor educational achievement. A final trend found in this study was that a positive educational attitude on the part of the mother was more often associated with higher educational achievement.

A recent study by the National Association of Elementary School Principals (NAESP) showed that forty percent of the children from one parent families are classified as "low achievers" compared to twenty-four percent of the two-parent children. There were more discipline and truancy problems among these students as well. Elementary students from one-parent families were three times more likely to be suspended from school as two-parent children.

In comparison to their peers from two-parent families, children of single parents have been found to exhibit lower self-esteem, and lower achievement motivation; to demonstrate poorer conscience development, peer relations, and adjustment; to be more anxious and overly dependent on their parent; and to exhibit a higher incidence of rebelliousness, juvenile delinquency, aggressive acting-out, sex-role conflicts, homosexuality, neurosis, drug addiction, alcoholism, suicide, depression, and schizophrenia (Biller, 1970, 1974; Herzog and Sudia, 1968; Hetherington, 1972; Marino and McCowan, 1976).

The effect of father absence on elementary school achievement scores was found by Santrock (1972) to vary with type and onset of separation. Divorce, desertion, and separation were associated with deficits most significantly when father absence commenced during the first two years of life for both boys and girls. Father death was associated with deficits most significantly when it occurred between ages six and nine for boys. Crescimbeni (1965) found that death, divorce, separation, and desertion all correlated significantly with decrements in the achievement test scores of elementary school children.

Sutherland (1930) was the first researcher to examine the relationship between cognitive performance and single-parent family status. He found that children from two-parent families had significantly higher IQ scores. Deutsch and Brown (1964) found the same effect among American urban fifth and sixth graders. However, in 1968 Cortes and Fleming conducted a study which found no significant IQ differences

between father-absent and father-present black, low-income, fourth graders. Blanchard and Biller (1971) also looked at the relationship between father absence and school grades among white third-grade boys and found the father-present boys' grades significantly higher than those of father-absent boys.

Academic achievement is the most commonly used dependent measure in studies relating father absence and cognitive functioning. Crescimbeni (1965) found significantly lower scores on standardized achievement tests among father-absent elementary school children than among children from two-parent families. Three studies have failed to indicate significant differences in achievement test scores between father-absent and father-present children (Cortes and Fleming, 1968; Solomon, Hirsch, Scheinfeld, and Jackson, 1972; Hammond, 1979). In his 1979 study of children of divorce, Hammond found boys in divorced families to have lower ratings in mathematics achievement, and exhibited more distractibility and acting out behavior in school than boys from intact families. These data suggest that the boys in this study reacted more to their family's separation than the girls. Heatherington suggested that the effects of fathers' absence on boys tend to appear early and decrease with age, while the effects on girls remain latent until adolescence.

Two studies have indicated a non-significant relationship between father absence and school grades (Atkinson and Ogston, 1974; Wasserman, 1972). Both studied low-income children.

Wasserman observed that sixty percent of his total sample had repeated at least one grade. Stetler (1959) and Shaw (1979) both found father-absent high school students to be more likely to drop out of school than their classmates from two-parent families. Nichols and Roberts (1966) found that nominees for scholarships (National Achievement Scholarship Program for Negroes) more frequently came from intact families.

On measures such as self-concept, reading achievement, immaturity, withdrawal, and peer relations, Hammond found no significant differences between children from divorced and intact families. These findings suggest that many children are adjusting satisfactorily to their families new living arrangements and continue to develop intellectually and socially as well as their peers from intact families.

Summary

Based on the research cited above, it can be concluded that the intellectual achievement of single-parent children is lower than that from children from intact nuclear families. The evidence also demonstrated that a higher degree of maladaptive behavior, in the classroom as well as out of the classroom, is exhibited by children from broken homes.

CHAPTER III

Research Procedures

In this study the researcher examined twenty-one private school students from single-parent families and compared them to twenty-one students from intact nuclear families in relation to academic achievement, classroom behavior, and emotional stability. These children were matched according to chronological age, sex, and intelligence through the analysis of individual student records. The sample of forty-two children included four students from Grade 1, two students from Grade 4, twenty students from Grade 5, and sixteen students from Grade 6.

A behavioral checklist was devised and given to each homeroom teacher to complete at the end of the first trimester on those children involved in the study (see Appendix A). The researcher developed the following rating scale demonstrating each trait utilizing the categories: almost always, usually, sometimes, seldom, almost never. A Chi square test using a 2 x 2 table with one degree of freedom was applied.

The Educational Records Bureau Comprehensive Test scores were analyzed to measure each student's academic achievement. The scores were interpreted in terms of stanines, since certain statistical limitations restrict the usefulness of percentile ranks. Pingry stanines were recorded for the following scores: Total Reading, Math Concepts, and IQ. Stanines are normalized standard scores expressed as a simple

nine-point scale having a mean of 5 and a standard deviation of 2. The highest level of performance is exhibited by stanine 9, and the lowest, by stanine 1. Figure 1 shows the relationship between stanines and percentile ranks for normally distributed scores, and classifies these into verbal categories.

Figure 1

Comparison and Classification of Stanine Scores

<u>Stanines</u>	<u>Percentile Range</u>	<u>Rating</u>
9	96 - 99+	above average
8	89 - 95	
7	77 - 88	
6	60 - 76	average
5	40 - 59	
4	23 - 39	
3	11 - 22	below average
2	4 - 10	
1	1 - 3	

By analyzing human figure drawings administered by the school psychologist (Draw-a-Person Test and the Bender Gestalt Test), the emotional stability of the participating students was determined. Human figure drawings have become one of the most widely used techniques of psychologists working with children. They primarily reflect a child's level of development and his interpersonal relationships (i.e. his attitudes

toward himself and others). The drawings reveal a child's position toward life's stresses and strains and his way of meeting them. The Draw-a-Person Test may also reflect strong fears and anxieties which may concern the child. "The non-specific instruction to draw a 'whole person' seems to lead the child to look into himself and into his own feelings when trying to capture the essence of 'a person.' The person a child knows best is himself; his picture of a person becomes therefore a portrait of his inner self, of his attitudes."²

The Bender Gestalt Test is a test of visual-motor integration. Good visual motor perception and above-average Bender Test performance presupposes that the child also has relatively mature or adequate visual perception. Similarly, a child with good fine-motor coordination can execute a perfect Bender Test protocol. Students with poor fine-muscle coordination will have difficulty drawing Bender Test designs without imperfections.

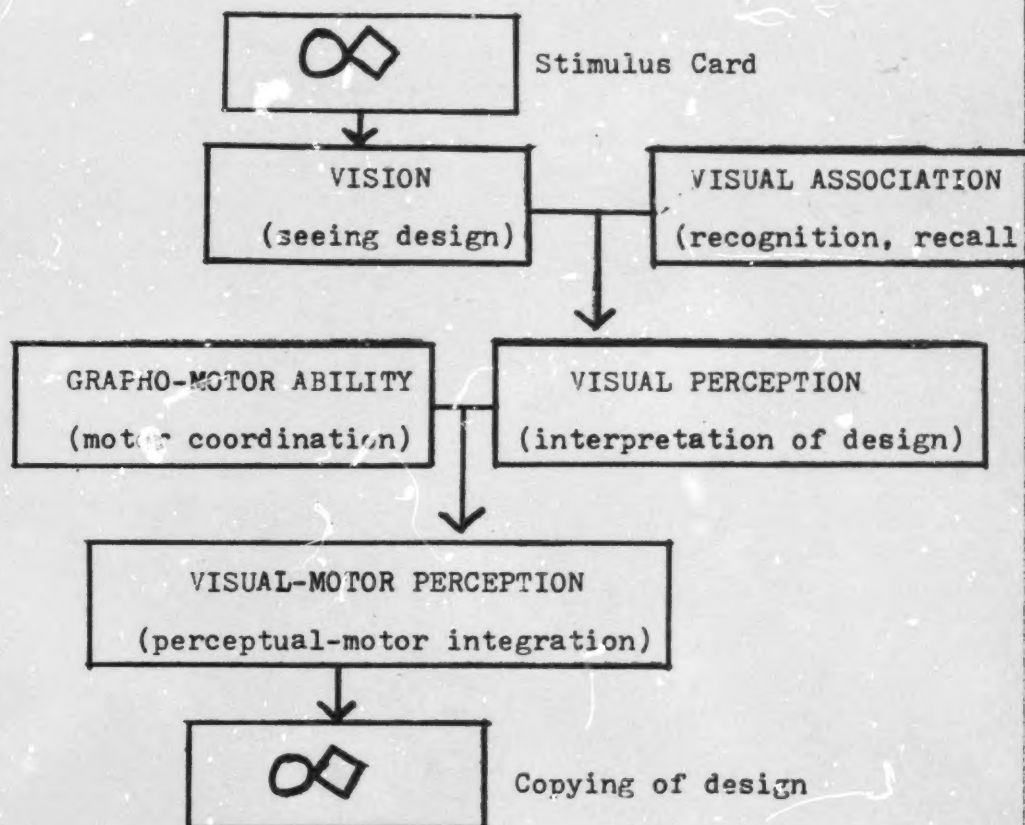
Figure 2 shows a schematic representation of the visual-motor perception process involved in copying the Bender Test designs. At the top of the figure is a stimulus card with Design A. This design or stimulus impinges on the child's retina and is transmitted to the brain. The design is seen by the child. Perception, or the interpretation of what is seen, depends on maturation as well as on the child's experiences. In order to copy the design, the child has to translate

²Elizabeth M. Koppitz, Psychological Evaluation of Children's Human Figure Drawings (N.Y.: Grune and Stratton, 1968), 5.

what he perceives into a motor activity by putting it down on paper.

Figure 2

Visual-Motor Perception



A comparison of the findings of the two groups was made to determine if there was any statistical difference between one-parent and two-parent children with regard to academic performance, classroom behavior and emotional stability.

CHAPTER IV

Results

Analysis of the data indicated that two-thirds of the students from single-parent families scored lower in math and reading achievement than students from intact nuclear families (see Appendix B). As can be seen in Table I, children from families with one parent had a mean score on the reading

TABLE I

MEAN, STANDARD DEVIATION, AND t TEST
(IN STANINES) OF READING, MATH,
AND IQ TEST SCORES

		<u>M</u>	<u>S.D.</u>	<u>t</u>
Reading	(1-Parent)	5.23	1.81	3.76
	(2-Parent)	6.23	1.67	
Math	(1-Parent)	5.05	1.56	3.09
	(2-Parent)	6.00	1.97	
IQ	(1-Parent)	124.0	6.50	
	(2-Parent)	124.0	7.80	

test in the 5.23 stanine with a standard deviation of 1.81. This means that the bulk of these children tested between the 3.42 and 7.04 stanines. On the other hand, children from families with two parents had a mean score of 6.23 stanines with a standard deviation of 1.67, meaning that the majority of these children fell into the range of 4.56 to 7.90 stanines. The children from two-parent families scored higher in reading

achievement. The difference between the two groups was statistically significant.

On the math achievement test, children from single-parent families had a mean score of 5.05 stanines with a standard deviation of 1.56. Most of these children tested between the 3.49 and 6.61 stanines. Children from intact families had a mean score of 6.00 stanines with a standard deviation of 1.97, falling into a range of 4.03 to 7.97 stanines. Again, this group of children living with two parents scored higher in math achievement. The difference was statistically significant.

As can be seen in Table II, the Chi square value did not equal or exceed the critical value (3.84) necessary to reject the null hypothesis at the .05 level of significance in the following behavioral observations: easily bored, dominates others, sensitive to criticism, difficulty completing a task, often distressed or worried, requires direction from teachers, afraid of new situations, and complains of pains or aches. There was no significant difference between the behaviors of children from single-parent families and two-parent families in these areas. However, the Chi square value did exceed the critical value in subsequent behaviors: works independently, self-confident, well-liked by peers, and easily distracted. These behavioral differences were statistically significant. It would appear that the single-parent children in this study did not work as independently, were not as self-confident, were not as well-liked by their peers, and were more easily distracted than the children living in an intact, nuclear family.

TABLE II
BEHAVIORAL OBSERVATIONS AND CHI SQUARE VALUES
OF SINGLE-PARENT AND TWO-PARENT CHILDREN

Behavioral Observation	1-Parent Children	2-Parent Children	Chi Square Value
Independent worker	+18 -24	+37 -5	$\chi^2 = 19.01$
Self-confident	+7 -14	+18 -3	$\chi^2 = 11.96$
Easily bored	+3 -18	+5 -16	$\chi^2 = 0.62$
Dominates others	+4 -17	+2 -19	$\chi^2 = 0.77$
Sensitive to criticism	+4 -80	+7 -77	$\chi^2 = 0.88$
Easily distracted	+11 -31	+1 -41	$\chi^2 = 16.66$
Well-liked by peers	+18 -24	+36 -6	$\chi^2 = 16.80$
Difficulty completing a task	+5 -16	+1 -20	$\chi^2 = 0.35$
Often distressed or worried	+5 -58	+6 -57	$\chi^2 = 0.10$
Requires direction from teacher	+7 -14	+16 -5	$\chi^2 = 7.78$

TABLE II (cont'd.)
 BEHAVIORAL OBSERVATIONS AND CHI SQUARE VALUES
 OF SINGLE-PARENT AND TWO-PARENT CHILDREN

<u>Behavioral Observation</u>	<u>1-Parent Children</u>	<u>2-Parent Children</u>	<u>Chi Square Value</u>
Afraid of new situations	+0 -21	+1 -20	$\chi^2 = 1.02$
Complains of pains or aches	+1 -20	+1 -20	$\chi^2 = 0.00$

Table III reveals that children from single-parent families were less mature, less secure, and more timid than those

TABLE III

EMOTIONAL INDICATORS OF ONE-PARENT
AND TWO-PARENT CHILDREN

<u>Emotional Indicator</u>	<u>1-Parent Children</u>	<u>2-Parent Children</u>
anxiety	10	10
extreme insecurity	5	4
timid	5	4
withdrawal	3	1
depression	3	1
aggressive	8	7
immature	3	2
lack of aggressiveness and leadership	1	2
difficulty reaching out toward others	2	8
acts out with hands	3	1
guilt	1	0

from intact, nuclear families. The characteristics used in determining the emotional indicators are noted in Appendix C. In some instances single-parent children were more aggressive than two-parent children. The data indicates that single-parent children are just as anxious as those from two-parent families. The human figure drawings reveal that forty percent of the children from intact, nuclear families and ten percent of those from single-parent families had difficulty reaching out toward others. Only those drawings that indicated emotional instability were used.

The findings of this study help to confirm the assumption

that children from one-parent households have more trouble in school than do children from intact, nuclear families. On the whole, one-parent children show lower achievement and poorer deportment in school than their two-parent classmates.

CHAPTER V

SUMMARY AND CONCLUSIONS

Restatement of the Problem

Any major disruption in family life brings with it the potential for stress, anxiety, and depression. The loss of a parent, whether by separation or divorce, can cause real trauma in young children. The Census Bureau estimates that forty-five percent of all the children born in this country today will spend at least a year living with only one parent.

Description of the Procedures

The researcher intended to determine if these single-parent children can perform as well as those from intact, nuclear families in relation to academic achievement, classroom behavior, and emotional stability. Behavioral checklists were used to ascertain classroom behavior. Academic achievement was assessed through analysis of the Educational Records Bureau Comprehensive Test scores. Human figure drawings were studied to interpret a child's emotional stability.

Major Findings

The data revealed that single-parent children do demonstrate lower academic achievement at a statistically significant level, poorer classroom behavior in certain areas, and more emotional instability than children from two-parent

families.

Conclusions

On the basis of the findings of this study, it is suggested that educators learn more about the special needs and feelings of children from single-parent families. A child who is in crisis cannot learn until school personnel recognize the crisis and take steps to ameliorate its effects.

Recommendations for Further Investigation

Schools can play a significant role in helping children to understand the divorce process and to deal with their feelings. When parents separate, the school can represent an important source of continuity in a child's life. It can provide structure in a child's life when the major structure of his life is crumbling. The school can supply extra support and reassurance to a child when he is not getting it at home.

Teachers can do many things to help the child living in a single-parent home to meet the challenges and make the best of the situation. Classroom discussions on divorce should be encouraged. Not only do children need education about math, reading, and writing, but about life and death, and how to survive trouble. Teachers can provide extra time to read their class books on families experiencing divorce or remarriage. Children from one-parent families may need more personal attention from their teachers.

Inservice education workshops should be held to alert

teachers to personality and behavior changes in children that may signal trouble at home; to advise teachers on ways to help children who are experiencing unusual stress; to sensitize teachers to their own values and possible prejudices regarding separation, divorce, and live-in arrangements; to provide teachers with information about changing family patterns. Schools committed to helping children cope with divorce and single-parenting should be prepared to provide training sessions for all faculty.

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APPENDIX A

BEHAVIORAL OBSERVATIONS

1. Exhibits power to work independently
2. Assumes responsibility
3. Establishes favorable relationships with peers
4. Is easily bored with routine tasks
5. Requires direction from teachers
6. Is self-confident with peers
7. Is well-liked by classmates
8. Tends to dominate others
9. Worries about many things
10. Often appears unhappy or distressed
11. Makes negative comments about self
12. Is afraid of new situations
13. Often complains of pains or aches
14. Has difficulty completing a task
15. Is easily distracted from work
16. Seems to "tune out" intermittently
17. Frequent mood changes
18. Feelings easily hurt
19. Easily frustrated in efforts
20. Overly sensitive to criticism

	Almost always	Usually	Sometimes	Seldom	Almost never

Name _____

APPENDIX B

National Percentiles and Pingry Stanines of Reading and Math Achievement Tests and IQ

Students	Grade	IQ	Pingry Stanine IQ	National Percentile	Pingry Stanine Reading	National Percentile	Pingry Stanine Math	National Percentile
A	1	114	2	82	4	89	5	82
AA	1	105	1	63	8	99	7	94
B	1	119	3	90	5	92	4	79
BB	1	118	5	96	6	99	5	85
C	4	136	7	99	4	55	7	91
CC	4	140	8	99	9	98	8	96
D	5	128	5	97	7	93	6	96
LD	5	123	4	93	6	89	4	74
E	5	120	4	91	6	87	3	56
EE	5	122	4	93	8	95	3	56
F	5	128	5	97	6	91	6	91
FF	5	123	4	93	5	76	4	67
G	5	133	6	98	7	93	6	94
GG	5	133	6	98	8	95	6	94
H	5	126	5	96	7	92	6	93
HH	5	125	5	95	4	71	5	79
I	5	119	3	90	4	63	3	51
II	5	122	4	93	5	91	8	99

APPENDIX B (cont'd.)

National Percentiles and Pingry Stanines of Reading and Math Achievement Tests and IQ

Students	Grade	IQ	Pingry Stanine IQ	National Percentile	Pingry Stanine Reading	National Percentile	Pingry Stanine Math	National Percentile
J	5	144	8	99	8	95	6	94
JJ	5	142	8	99	6	88	9	99
K	5	135	7	99	7	92	6	93
KK	5	139	8	99	6	88	7	98
L	5	126	5	96	7	95	5	84
LL	5	126	5	96	9	97	8	99
M	5	118	3	88	5	91	8	99
MM	5	121	4	92	8	96	9	99
N	6	120	4	91	4	70	5	88
NN	6	122	4	93	4	85	4	74
O	6	121	4	92	4	77	5	88
OO	6	121	4	92	6	90	4	78
P	6	122	4	93	1	32	3	60
PP	6	123	4	93	5	82	5	90
Q	6	115	3	83	5	85	3	50
QQ	6	115	2	82	6	96	4	55
R	6	128	5	97	7	93	5	82
RR	6	127	5	96	6	89	7	94
S	6	133	6	98	4	77	5	85
SS	6	133	6	98	4	73	4	80

APPENDIX B (cont'd.)

National Percentiles and Pingry Stanines of
Reading and Math Achievement Tests and IQ

Students	Grade	IQ	Pingry Stanine IQ	National Percentile	Pingry Stanine Reading	National Percentile	Pingry Stanine Math	National Percentile
T	6	136	7	99	6	87	7	94
TT	6	136	9	99	8	94	9	99
U	6	124	5	94	2	46	2	42
UU	6	118	3	88	4	77	6	88

APPENDIX C

Emotional Indicators
of Human Figure Drawings

<u>Human Figure Representation</u>	<u>Emotional Indicator</u>
shading	anxiety
poor asymmetry of limbs	poor coordination
tiny figure	impulsiveness
	extreme insecurity
	withdrawal
	depression
	timid
big figure (9" or more)	aggressive
	immaturity
	poor inner controls
crossed eyes	hostile
	rebellious
	anger
teeth	overtly aggressive
short arms	difficulty reaching
	out into world and
	toward others
	timid
	lack of aggressiveness
	and leadership
long arms	overtly aggressive
arms clinging to side of body	difficulty reaching
	out toward others
	rigid inner controls
big hands	aggressive
	acts out with hands
no hands	shy
	feeling of inadequacy
legs pressed together	tense
no eyes	socially isolated
	deny own problems
	escape into fantasy
no nose	shy
	withdrawn behavior
	poor social interests
no mouth	anxiety
	insecurity
	depression
	perfectionism
no body	immature
no arms	anxiety
	guilt

APPENDIX C (cont'd.)

Emotional Indicators
of Human Figure DrawingsHuman Figure Representation

no legs

no feet

no neck

Emotional Indicator

intense anxiety

insecurity

insecurity

helplessness

immature

impulsive